

## **CHAPTER I**

### **INTRODUCTION**

This chapter includes background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification of key terms and organization of the paper.

#### **1.1 Background of the Study**

According to Flanders (1970), teaching is an interactive process. Interactive process means that both teacher and students are actively participating in the interaction. Interaction happens between two or more people. Interaction which occurs in classroom can be simply defined as classroom interaction. It refers to communication between students and teacher in class. Furthermore, classroom interaction is defined as a two way process between teacher and students in which each participant gives and obtains information (Flanders, 1970; Dagarin, 2004). Information exchanged is related to lessons being learned. The classroom interaction accounts teachers' talk and students' talk.

Teachers' talk focuses on the talking time that teacher has in a lesson. Moreover it has a role as an input for students especially in an EFL classroom. Teachers' talk affects the result of the teaching and learning process (Hakansson, in Zhou Xing and Zhou Yun, 2002, in Xiaoyan, 2006; Nunan in Inecay, G, 2010; Yanfen and Yuqin, 2010). For instance, teacher provides instructions, lectures, or even appraisals to the student. Thus, teachers' talk is a big influence in students' understanding and acquisition of a language. Students can learn a lot from the talk that the teacher gives, both in first or foreign language, considering that in our country; Indonesia, which English is rarely used outside the classroom. Teachers' talk can determine the success of a learning process as it is one of the input for students in acquiring language. As the teachers' talk time takes up more time than

the students' talk (Flanders, 1970; Nurmasitah, 2010) it is important to know the types of teachers' talk categories occurring in the classroom. Types of teachers' talk occur in the classroom are simply categorized into seven categories by Flanders. Each category carries different functions and gives different impact for students. The right amount of these categories will construct an effective teaching and learning process. Thus, teachers need to find out the categories they tend to use in classroom. By acknowledging the categories they tend to use in the classroom, teachers can design a better teaching and learning process where students can feel at ease and actively participating. A comfortable classroom environment is associated with students' motivation and involvement (Gharbavi and Iravani, 2014). Hence, the categories occurred the most in the classroom is taking the lead in result of the learning process.

A number of studies have been conducted, Nurmasitah (2010) observed that teachers' talk accounted more than 50% of the classroom interaction with lecture as the most dominating category. On the other hand, Putri (2015), found that the most dominating category occurred in the classroom was asking questions. Additional study was carried by Nugroho (2009) in which it was realized that teachers' talk almost took up to 50% of the whole lesson and in accordance with Putri, he found that asking questions was the most dominant category occurred. Each study has distinct result regarding the time devoted for teacher's talk and the most dominant category used in the classroom. However the rationales of the usage of the category have not been presented.

The present study tries to find out which teachers' talk categories occur the most in the classroom and also the reasons for the teachers in choosing the categories that is dominating their talk. This study employed Flanders Interaction Analysis Categories System to observe and analyze the interaction in the classroom. Based on the explanations given above, this study is expected to help teachers in understanding their students, identifying which teachers' talk categories occur the most in the classroom, the reasons for other teachers in choosing the categories and also give a better teaching quality.

## **1.2 Research Questions**

The study is conducted to answer the following questions:

1. What types of teachers' talk occurred the most in an EFL classroom?
2. What are the reasons for the teacher in choosing the categories that occurred?

## **1.3 Purpose of the Study**

The purposes of this study are as follows:

1. To identify what types of teachers' talk occurred the most in an EFL classroom.
2. To identify the reasons for the teacher to choose that categories that occurred.

## **1.4 Scope of the Study**

This study focuses on teachers' talk, which categories occurred the most in class and the reasons behind the teachers' decision on choosing the categories that occurred.

## **1.5 Significance of Study**

The study is believed to have several significances for theoretical, practical, and professional benefits.

1. Theoretical benefit

The research findings is expected to be used as the contribution towards the research about Teachers' Talk, which categories occurred the most in class as well as the reasons for the teacher in choosing the categories that occurred specifically the most occurred category.

## 2. Practical benefit

The research findings will be useful for teachers, students and also the readers who are interested in teachers' talk and the categories occurred the most in an EFL classroom. The result of the observation will give a wider knowledge of which the categories occurred the most in the classroom and the reasons for the teacher in choosing the categories that occurred.

## 3. Professional benefit

The research problem can help teachers to improve the quality of teaching in which give teacher cognition which categories occurred the most in class and its implication and to create learning situation that will account students' need.

### **1.6 Clarification of Key Terms**

There are several terms in this study that need to be clarified. The definitions of the terms are as follow:

1. Teachers' Talk: in this study, the term teachers' talk refers to the talking done by the teacher in the classroom. Teachers' talk is of crucial importance not only for the organization of the classroom but also for the processes of the acquisition. (Nunan in Inecay, G, 2010)
2. FIACS: Flanders Interaction Analysis Categories System, an analysis system used in analyzing interaction which is divided into teacher and student talk. It has ten categories, teachers' talk is classified into seven categories and student talk is classified into three categories. (Flanders, 1970)

### **1.7 Organization of Paper**

This paper is organized into five chapters in which each chapter has sub topics to give detail information. The organization of this paper is as follows:

#### **Chapter I: Introduction**

This chapter provides the information on background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

## **Chapter II: Literature Review**

This chapter consists of theoretical foundations of the study. This chapter discusses the definition of teachers' talk as classroom interactions, Framework of Interaction Analysis based on Flanders' Interaction Analysis Categories, and other theories which are relevant to the study.

## **Chapter III: Research Methodology**

This chapter provides the methodology in conducting this research. It consists of the formulation of problems, research designs, site and participants, research procedures, data collection, and data analysis.

## **Chapter IV: Findings and Discussions**

This chapter explains findings and discussions. It includes the analysis of the data based on the data collection and the interpretation of this study.

## **Chapter V: Conclusion and Suggestions**

This chapter contains conclusion which describes the results of the study and suggestions which are given for future research.